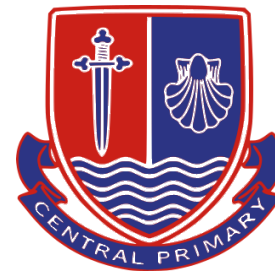


Central Primary School



Class teacher

Job Description

Salary scale: MPS/UPS

Responsible to: Headteacher/ Deputy Headteacher

Purpose of the job

To take responsibility for the education and welfare of a designated class of children in accordance with the current School Teachers' Pay and Conditions Document.

Main duties

All teachers work within the statutory conditions of employment set out in the current teacher pay and conditions document. The duties listed below are not, therefore, an exhaustive list of what is required.

- Be responsible for the quality of learning and teaching of all pupils who are assigned to the post holder.
- To maintain assessment records and report on pupils' progress to senior staff and to parents and carers, in accordance with school policy.
- Support the inclusion of all pupils assigned to the post holder through collaboration with specialist staff and external agencies.
- Supervise the work of any support staff, including higher level teaching assistants and support teachers, who are assigned to work with the postholder's pupils.
- Provide leadership across the school in a designated subject or curriculum area, this to include:
 - i) monitoring quality and standards
 - ii) contributing to school planning and self-evaluation
 - iii) providing professional support to other teachers and support staff
 - iv) advising the headteacher on appropriate resources and materials
 - v) leading appropriate professional development. (excluding NQTs)

Learning and teaching responsibilities

- To plan work for the class in accordance with national, LA and school curriculum policies and in co-operation with subject and phase leaders to ensure that the children experience a broad, balanced, relevant and stimulating curriculum.

- To ensure a close match between the learning experiences offered, and the individual needs of the children in the class, so as to give each child an opportunity to achieve to the maximum of their capability.
- To make appropriate educational provision for disadvantaged children, those with SEN and those learning EAL, with support from the SENCo and EAL coordinators, leading SEN reviews where appropriate.
- Where possible, to make sure that the majority of the children's work is closely linked to first-hand practical experience.
- To provide children with opportunities to manage their own learning and become independent learners.
- Consistently demonstrate high expectations for every child.
- To create a secure, happy and stimulating classroom environment, maintaining the highest standards of organisation and behaviour management.
- To foster each child's self-image and esteem and establish relationships which are based on mutual respect.
- To maintain a high standard within your classroom environment.
- To arrange for resources, equipment and materials to be available in such a way that they are properly cared for, easily accessible and will encourage the children to become more responsible for their own learning.
- To work closely with colleagues to undertake medium and short term planning and the implementation of agreed schemes of work.
- To assess children's progress, maintain records, meet with parents/carers and provide written reports to parents/carers in accordance with school policies.
- To communicate and consult with parents and carers and with outside agencies, as necessary, about children's progress and attainment.
- To ensure that the school's aims and objectives in relation to the curriculum, equal opportunities and behaviour are promoted in everyday classroom organisation and practice.
- To liaise with support staff both school based, from the LA & from other external bodies as required.
- To take responsibility for the management of other adults in the classroom.
- To take up the opportunity for continuous professional development through self-directed reading, courses and in-service training.
- To undertake any other reasonable and relevant duties in accordance with the changing needs of the school.
- Contribute to the overall aims, ethos and targets of the school, appreciate and support the roles of other members of the school work team and attend relevant meetings as required.

- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality

Safeguarding and equality

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support differences and ensure equal opportunities for all.

Staff are expected to comply with any reasonable request from the Headteacher to undertake work of a similar level that is not specified within this job description.

ADDENDUM: Additional Responsibilities for The Hub (Internal Alternative Provision)

This role is based in The Hub, Central Primary School's Internal Alternative Provision (IAP).

The Hub provides tailored, on-site support for pupils with special educational needs (SEN) and/or social, emotional and mental health (SEMH) needs who require additional support beyond what can be provided in a mainstream classroom setting. The aim of The Hub is to help pupils overcome barriers to learning, make progress academically and pastorally, and either reintegrate successfully into mainstream classes or transition to specialist provision.

Specific responsibilities for The Hub teacher:

Teaching and Learning

- Teach small groups or individual pupils with complex SEN and/or SEMH needs
- Plan and deliver a flexible, personalised curriculum that may include pre-formal, semi-formal, and formal learning pathways depending on individual pupil needs
- Adapt teaching approaches, resources, and the learning environment to meet the diverse and changing needs of pupils
- Use creative and therapeutic approaches to engage pupils who may have previously disengaged from learning
- Maintain high expectations for all pupils whilst recognising that progress may look different for each child

Assessment and Progress Monitoring

- Monitor and assess pupil progress using a range of measures, including academic attainment, emotional regulation, social skills, attendance and engagement
- Maintain detailed records of pupil progress and share these with the mainstream class teacher, SENCo, pastoral team and senior leadership
- Implement and contribute to the school's Assess–Plan–Do–Review (APDR) cycle by setting, delivering, and reviewing termly learning plan targets that align with individual pupils' EHCP outcomes and other identified areas of need
- Contribute to reviews of Education, Health and Care Plans (EHCPs) where applicable
- Use assessment information to adapt provision and inform next steps in learning

Behaviour Support and Pastoral Care

- Implement individual behaviour support plans effectively, using de-escalation techniques and therapeutic approaches
- Build trusting, positive relationships with vulnerable pupils who may have experienced trauma or educational disruption
- Understand that behaviour is communication and work to identify and address the underlying needs of each pupil
- Model positive behaviour and emotional regulation at all times
- Create a calm, safe and nurturing learning environment in The Hub

Education Plans

- Write, implement, and regularly review individual education plans for pupils in The Hub
- Set appropriate, achievable targets that address both academic and pastoral needs
- Work with pupils and families to ensure targets are understood and supported at home

Collaboration and Multi-Agency Working

- Work closely with the SENCo, pastoral team, and senior leadership to ensure holistic support for pupils
- Liaise regularly with mainstream class teachers to plan for successful reintegration where appropriate
- Attend and contribute to multi-agency meetings involving external professionals such as educational psychologists, CAMHS workers, social workers and therapists
- Communicate effectively and sensitively with parents/carers who may be experiencing difficulties, building positive relationships and encouraging engagement

Reintegration and Transition Planning

- Plan and support pupils' gradual reintegration into mainstream classes, working collaboratively with mainstream colleagues
- Monitor and support pupils during the reintegration process, adjusting plans as needed
- For pupils transitioning to specialist provision, work with external agencies and settings to ensure a smooth and successful transition
- Maintain records in line with the school's Entry and Exit Criteria for The Hub

Professional Development

- Engage in ongoing professional development related to SEN, SEMH, trauma-informed practice, and therapeutic approaches to behaviour management
- Reflect on practice and seek support and supervision when needed
- Share expertise and good practice with colleagues across the school

Safeguarding

- Maintain vigilance regarding safeguarding issues that may affect vulnerable pupils, including trauma, adverse childhood experiences, and mental health concerns

Working arrangements

- The postholder will work primarily in The Hub but may be required to support pupils in mainstream classes as part of reintegration planning
- Smaller class sizes in The Hub allow for intensive, individualised support
- The postholder will work alongside teaching assistants and other support staff dedicated to The Hub

NB* All other duties, responsibilities, pay, and conditions remain as per the standard teacher job description. This addendum clarifies the specific expectations and responsibilities associated with working in The Hub (Internal Alternative Provision)

Review of duties

The specific duties attached to any individual teacher are subject to annual review and may, after discussion with the teacher, be changed.

Signed _____

Date _____